

Cheney Elementary



2014-15 School Improvement Plan

Cheney Elementary

2000 N FORSYTH RD, Orlando, FL 32807

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
86%

Alternative/ESE Center
No

Charter School
No

Minority
80%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	D	C	C

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school participates in several activities where members of the community are invited in to meet and discuss the communities needs. The school also provides opportunities for the parents to become familiar with the school's processes via events such as Meet the Teacher, Open House, and Conference Nights. Several teachers send out surveys to the parents to collect information on incoming students (general interest survey). The first few weeks of school the teachers do activities where they get to know their students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school has developed a SAFE plan that includes adult supervision between 8:15 and 3:30pm. The students also have access to any adult in the building should the necessity to discuss a situation arise. Students are also provided the opportunity to review the Code of Student Conduct so that they are aware of the expectations of the school. The employees are required to maintain visibility during morning and afternoon duties as well as carry an OCPS badge at all times.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All teachers have been trained in the school wide behavioral expectation program, CHAMPS, which provides directions to students for expected behaviors throughout the day and throughout the campus.

Identified members of leadership are also expected to be CPI (Crisis Prevention Intervention) trained. As a behavioral situation arises, teachers are expected to complete an in-house Administrative Notification Form; to precede an OCPS referral.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school provides CHILL (Community Help Intervention in Life Lessons) counselor services, partially funded through Winter Park Health Foundation, to eligible students.

The county also provides a Social Worker on a weekly basis.

Our ESE resource teacher provides lessons on Social Skills to the ESE population.

Our PE teacher also provides Learning for Life character trait education monthly.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early warning systems include having data meetings for each grade level on a weekly basis to discuss students' progress or lack of progress. Also students are pretested using iReady computer testing, STAR and pre-assessments in reading and math using the Journeys and Go Math programs Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

MTSS Process

Flexible Daily Intervention Groups (Tier II)

Individualized Instruction for Tier III students.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	16	11	8	1	3	62
One or more suspensions	0	0	3	4	6	6	19
Course failure in ELA or Math	0	0	29	19	25	26	99
Level 1 on statewide assessment	0	0	0	27	16	19	62

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	6	15	13	13	47

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. Flexible Daily Intervention Groups (Tier II)- Each grade level has a specific time in their daily schedule for Tier II intervention classes for differentiation of instruction in reading.
2. Individualized Instruction for Tier III students- resource teachers work with identified students on specific skills 2-3 times each week for 20-30 minutes each session.
3. Tuesday/Thursday after school tutoring-identified Level 1 and 2 students tutored using Ready Florida resources for one hour tutoring sessions.
4. Saturday Tutoring preceding FSA- Tutoring for one hour of math and one hour of reading for 6-8 Saturdays

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/203884>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has partnered with several businesses in the surrounding area that will be utilized in order to support the school and student achievement through tutoring, donations, school supplies and classroom help. Both business partners and faith based partners are an integral part of our community involvement as well as college students who volunteer time in classrooms throughout the week. Banks, hotels, churches, restaurants, retail stores and local colleges are all part of the ongoing partnerships sustained each year. Each partner is recognized in various ways throughout the year such as recognition on the school marquee, school Facebook, and school monthly newsletter.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gibson, Tracey	Principal
Ortiz, Kahlil	Assistant Principal
Martinez, Margie	Instructional Coach
Padilla, Yeida	Instructional Coach
Schleier, Cynthia	Instructional Coach
Walters-Phillips, Barbara	Instructional Coach
Kling, Amanda	Instructional Media
Ulrich, Monica	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal, and Assistant Principal and CRT are involved with gathering and analyzing data, identifying instructional materials and scheduling intervention times.

MTSS/CRT coordinates and conducts MTSS meetings for grade levels and for individual students.

and collects all necessary documentation for the MTSS process and keeps communication between teachers, itinerants, and parents. MTSS/CRT also helps teachers with interventions for behaviors and conducts staff developments regarding MTSS.

CRT, Instructional Coach, Reading Coach, and Math/Science Coach assist teachers with lesson planning and providing guidance for resources to use that are research based and targeted for students needs. They also deliver Tier 2 and Tier 3 interventions.

Instructional Coach works with all beginning teachers throughout the year to complete their Induction Program.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Assessment data and progress monitoring data is used to align differentiated instruction within Tier 1, 2, and 3 as well as to identify students needs. Intervention time is built in to the school schedule weekly and some students are pulled for small group instruction. Meetings are held to define problems. Regular data meetings are held to review and analyze the existing problem and the available data. Plans are then developed to establish goals. The team then meets again to review and analyze new data. Cheney engages in examining school wide data to assist in structuring core instruction. When looking at individual students, Share Point is used to house students data as well as binders are created in which all progress monitoring data, meeting notes, and decision making plans are kept and available for review at any time.

Title I, Part A Cheney Elementary is a Title I school, therefore receives additional federal funding for use with high needs students. The majority of our Title I funds are used to fund staff positions to provide additional instructional support. The remainder of the funds are used for staff development, instructional materials and parental involvement activities. School based after school tutoring is funded by the federal government and provides tutoring for students on campus. Retired teachers are hired as hourly certified tutors to support reading intervention time.

Title I, Part C- Migrant: Cheney does not have migrant students at this time. If migrant students enroll, we will obtain assistance through the districts liaison.

Title I, Part D - Our classroom teachers are fully funded through our school budget. Title One funds are not used to fund any classroom teacher or paraprofessional. Cheney maintains class size requirements by the State of Florida, K-3: 18 students, 4-5: 22 students.

Title II

The district receives Title II funds which are subsequently distributed to schools to be utilized for staff development activities for school based staff. At Cheney, funds will be used to provide staff development to help improve student achievement and instruction.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Any additional funds are distributed to the school for purchase of instructional materials. Cheney will continue using the Tejas Lee program to our bilingual students using Title III funds for support of materials, training and substitutes.

Title X- Homeless

Homeless district and school based personnel provide resources such as clothing, school supplies, social services referrals for students identified as homeless (under the McKinney-Vento Act). Cheney hosts a number of students classified as homeless.

Supplemental Academic Instruction (SAI) - SAI funds will provide tutoring services and personnel for our level 1 and 2 students in grades 4 and 5 and previously retained 3rd graders. The remainder of the funds will be used to purchase instructional materials.

Violence Prevention Programs The Orange County Sheriff Department provides a specific program under the MAGIC Program for fifth graders. The program culminates with the students signing a

pledge to be drug and violent free. Our school has established a red ribbon campaign which promotes drug free attitudes.

Nutrition Programs- Our Physical Education department provides instruction in how to make healthy food choices. Students are given the opportunity to plan healthy meal selections for breakfast, lunch, snack and dinner. Food services manager displays the food pyramid which has suggested nutritional daily portion requirements for healthy eating. Cheney offers free breakfast and lunch for all students. Students are reminded each day on the morning announcement of their food choices for lunch.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tracey Gibson	Principal
Margie Martinez-Colon	Education Support Employee
Sol Martinez	Education Support Employee
Jan Henson	Parent
Vanessa Rocha	Business/Community
Erica Cacciapaglia	Parent
Yeida Padilla	Teacher
Andrew Gibson	Parent
Christopher Cacciapaglia	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

After receiving the state test results (FCAT) in July, the leadership team met to disaggregate the data. Once results are analyzed, the school improvement plan is revisited to see what was effective or in need of improvement. At the first SAC meeting of the new year, September 2014, the results of the plan are discussed and revisions are considered for the new plan.

Development of this school improvement plan

The SAC met in May to discuss the partial results of the the FCAT 2.0. SAC began brainstorming ideas for the involvement of more parents. Family Nights at various off campus locations as well as more events on campus were discussed. The first meeting in the 2014-2015 school year, all of the results, including the school grade were discussed and new ideas for ways to improve student achievement were discussed.

Preparation of the school's annual budget and plan

The SAC committee approves distribution of the SAC funds. The SAC committee also reviews the annual school budget. Due to receiving an "A" grade, the SAC will approve the allocation of the School Recognition Funds upon receipt of a plan for distribution from the Faculty Advisory Counsel.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC receives limited funds if any each year. Cheney has \$5176.59 in its budget at this time. The SAC funds will be allocated as needed to support student achievement throughout the year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Schleier, Cynthia	Instructional Coach
Kling, Amanda	Instructional Media
Callahan, Ashlie	Teacher, K-12
Cochran, Denise	Teacher, K-12
Davis, Deborah	Teacher, K-12
Henn, Emily	Teacher, K-12
Ubels, Virginia	Teacher, K-12
Munoz, Heidi	Teacher, K-12
Turner, Susan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team will provide training in the implementation of LAFS, literacy rigor, with increased focus on use of informational text with higher complexity/lexile levels. They will explore and provide resources incorporating reading and writing both in the classroom and for families. They will involve families and their students through Literacy Night, content curriculum nights and STEM connections. The LLT meets monthly to plan and facilitate the academic support for classroom teachers. They will provide training, modeling and coaching with emphasis on incorporation of evidence based writing, speaking and listening into the literacy curriculum.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

1. Weekly PLC meetings which include focused team planning, construction of common assessments, and data collection and review.
2. Collaborative teaching through ability grouped Tier II instruction.
3. Monthly/bimonthly PLC meetings to discuss and plan instruction tied to Deliberate Practice as part of teacher professional development.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Network with colleagues to recruit highly qualified teachers: Tracey Gibson, Principal & Kahlil Ortiz, Assistant Principal.
2. Ongoing staff development: Administration, Classroom teachers, Leadership team.
3. Scheduled team planning and collaborative time weekly: Classroom teachers.
4. Professional Learning Communities: Administration, Classroom teachers, leadership team.
5. Continue hosting College Interns from local Colleges of Ed. : Instructional Coach-Margie Martinez Colon.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers are paired with a qualified, effective teacher as their mentor. New teachers meet monthly or as needed with the Instructional coach for trainings on topics such as Teacher evaluation, school procedures, CHAMPS, MTSS.

New teacher Alyssa Marquez- Peggy Cacciabeve, 3rd grade teacher

New teacher Audrey Horne- Cindy Schleier, reading coach

New teacher to county-Alyssa Dean-Amanda Kling-media specialist/4th grade team

New teacher to county-Denise Cochran-Niema Edo, 5th grade teacher

New teacher Jay Byron- Kahlil Ortiz, Assistant Principal

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Collaborative Planning for each grade level in all subjects with an emphasis on deconstructing standards, student engagement and researched based high yield instructional strategies.

Utilization of Sharepoint, Launch.ocps.net, (IMS county Scope and Sequence/MTPs) for planning of lessons at each grade level.

Classroom walk throughs to ensure implementation by both leadership and administration.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

School conference room is set up with Data walls with all students data displayed individually on data cards.

Weekly data meetings are held to update data cards and discuss the needs of various students.

Progress monitoring of Tier I and Tier II students to maintain flexible grouping is ongoing and data cards are adjusted accordingly

Tutoring for level 1 and 2 students begins in September after school two days a week.

Daily flexible intervention/enrichment classes are created using ongoing data. Various state approved intervention programs are utilized to differentiate ability groups. Retired teachers/tutors and resource teachers are partnered with grade levels to support student achievement.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,000

After School tutoring, twice a week for one hour each session in reading or math for identified level one and two students in grades 3-5.

Strategy Rationale

Students required small group differentiated extra reading support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Martinez, Margie, margie.martinezcolon@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected from the Ready Florida assignments and results of Orange County Benchmark assessments in October and January.

Strategy: Weekend Program

Minutes added to school year: 960

Saturday School will be offered for Cheney Level 1, 2 and "bubble students" beginning in January 2 for 8 weeks. Both reading and math tutoring will be given, one hour of each subject.

Strategy Rationale

Intense reinforcement of skills taught throughout the year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Martinez, Margie, margie.martinezcolon@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Assessment to be given on the last scheduled tutoring day. Analysis of individual student results and actual FSA score correlation will determine effectiveness.

Strategy: Weekend Program

Minutes added to school year: 720

Science Camp will be offered to 4th and 5th grade students on or above grade level beginning in February 2015 for six weeks.

Strategy Rationale

Students not needing extra support in reading and math have the opportunity to attend Science Camp to receive enrichment activities in science.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Martinez, Margie, margie.martinezcolon@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected using the SCAT science resource materials.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Cheney currently makes home visits to establish relationships between home and school. Incoming kindergarten students were given the opportunity prior to the school year to be screened with our CORE and PAST assessment in helping identify student skill levels. Meet the Teacher is held before school starts so that students can meet their teacher and get acquainted with their classroom and school surroundings.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

In partnership with the Barnett Honors students at Rollins College, Cheney 1st-5th grade students receive instruction in the AVID program for five scheduled hour sessions each fall.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students participate each year in our Teach In Week. This week's theme is STEM education and careers. Volunteers from various science/math professions visit the school to showcase their careers. High Touch High Tech visit the K-2 classrooms for experimentation activities.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase effective use and application of the MTSS process.
- G2.** Increase use of Standards Based Instruction which will lead to an increase in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase effective use and application of the MTSS process. 1a

G040457

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	10.0
2+ Behavior Referrals	10.0

Resources Available to Support the Goal 2

- School Based Coach
- District Coach

Targeted Barriers to Achieving the Goal 3

- Limited knowledge on graphs and MTSS forms

Plan to Monitor Progress Toward G1. 8

Data binders will contain all required ongoing progress monitoring data of identified Tier 2 & 3 students.

Person Responsible

Yeida Padilla

Schedule

Quarterly, from 10/23/2014 to 5/27/2015

Evidence of Completion

Binder checks each quarter

G2. Increase use of Standards Based Instruction which will lead to an increase in student achievement. 1a

G035750

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	61.0
FSA - Mathematics - Proficiency Rate	66.0
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- School based Instructional Coaches
- Test Item Specifications-Reading and Math guides for grades 3-5
- IMS
- OCPS Launch pad/Think Central
- Core Connections Writing Training

Targeted Barriers to Achieving the Goal 3

- Limited In depth knowledge of LAFS/MAFS and Core Connections for teachers
- Limited Instructional Modeling for teachers
- Limited use of researched based and effective teaching strategies

Plan to Monitor Progress Toward G2. 8

Weekly planning/data meetings focused on Standards-based instruction

Person Responsible

Tracey Gibson

Schedule

Weekly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Team lesson plans uploaded to school Sharepoint and ongoing progress monitoring data submitted to administration

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase effective use and application of the MTSS process. **1**

 G040457

G1.B1 Limited knowledge on graphs and MTSS forms **2**

 B098268

G1.B1.S1 Provide teachers with ongoing training and monitoring of the correct use and procedures of all MTSS forms including graphing of data. **4**

 S109929

Strategy Rationale

Increase knowledge of the use of graphs to provide data.

Action Step 1 **5**

Teachers will be provided with ongoing training and monitoring of the use of graphs to provide data

Person Responsible

Yeida Padilla

Schedule

Quarterly, from 9/9/2014 to 5/27/2015

Evidence of Completion

Sign in sheets

Action Step 2 5

Teachers will be provided training on procedures of MTSS and forms needed for accurate accountability.

Person Responsible

Yeida Padilla

Schedule

Quarterly, from 10/5/2014 to 5/5/2015

Evidence of Completion

MTSS binders

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will have to provide graphs to show data for all students in T2 and T3

Person Responsible

Yeida Padilla

Schedule

Quarterly, from 9/17/2014 to 5/27/2015

Evidence of Completion

Purple binders with graphs showing data for students in T2 and T3

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School Based Coach will monitor the use of graphs and MTSS forms with monthly meetings by grade level.

Person Responsible

Yeida Padilla

Schedule

Monthly, from 10/1/2014 to 5/20/2015

Evidence of Completion

Sign in sheets/Purple binders with appropriate information

G2. Increase use of Standards Based Instruction which will lead to an increase in student achievement. 1

G035750

G2.B1 Limited In depth knowledge of LAFS/MAFS and Core Connections for teachers 2

B085658

G2.B1.S1 Provide teachers with access to professional development on LAFS/MAFS and Core Connections 4

S108874

Strategy Rationale

Increased knowledge of new standards and writing strategies

Action Step 1 5

Teachers will be allocated weekly collaboration time to plan lessons while becoming more knowledgeable of LAFS/MAFS by accessing MTPs on IMS.

Person Responsible

Cynthia Schleier

Schedule

Weekly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Focus planning document will be uploaded to Sharepoint by grade level or collected in a binder for review.

Action Step 2 5

Teacher provided training on county Writing Initiative-Core Connections

Person Responsible

Yeida Padilla

Schedule

Quarterly, from 6/17/2014 to 1/16/2015

Evidence of Completion

Student work samples demonstrating the implementation of the newly acquired strategies

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will check lesson plans as well as discuss with resource teachers during weekly Leadership meetings.

Person Responsible

Tracey Gibson

Schedule

Monthly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Focus planning forms and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Weekly Data Meetings will be held

Person Responsible

Tracey Gibson

Schedule

Weekly, from 9/15/2014 to 5/28/2015

Evidence of Completion

iObservation data

G2.B1.S2 Use of focus planning template during grade level PLC meetings 4

 S108875

Strategy Rationale

The focused planning template allows teachers to better familiarize themselves with the LAFS/MAFS standards (Content limits, clarifications, tasks, etc.)

Action Step 1 5

Provide and Train teachers on the use of focused planning template to use during weekly PLC planning meetings

Person Responsible

Amanda Kling

Schedule

On 8/15/2014

Evidence of Completion

Completed focus planning template

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Leadership Team Members attending each weekly planning session

Person Responsible

Kahlil Ortiz

Schedule

Weekly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Lesson Plans that demonstrate implementation of LAFS and MAFS

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Accurately developed lesson plans that address LAFS and MAFS

Person Responsible

Kahlil Ortiz

Schedule

Quarterly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Lesson Plans

G2.B2 Limited Instructional Modeling for teachers 2

 B085660

G2.B2.S1 Use of the Instructional Rounds Model 4

 S109071

Strategy Rationale

Consistency of implementation of Standards based Instruction and Capacity Building.

Action Step 1 5

Teachers will be trained in the implementation of Instructional Rounds.

Person Responsible

Kahlil Ortiz

Schedule

On 10/22/2014

Evidence of Completion

Sign In Sheet

Action Step 2 5

Teachers will be participating in Instructional Rounds where they will observe the implementation of Instructional strategies that support Standards Based Instruction.

Person Responsible

Tracey Gibson

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Collaborative feedback collected at follow up meeting with participating teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Follow Up meeting after Instructional Rounds session

Person Responsible

Tracey Gibson

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Notes from debriefing session

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Standards based Instruction being delivered at a consistent, rigorous level.

Person Responsible

Kahlil Ortiz

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Classroom walk throughs

G2.B3 Limited use of researched based and effective teaching strategies **2**

 B097607

G2.B3.S1 Provide teachers with more training regarding the Marzano Instructional Model. **4**

 S109162

Strategy Rationale

To increase familiarity with effective teaching strategies through the use of the Marzano Instructional Model.

Action Step 1 **5**

Disseminate information to teachers on the changes in the Marzano Instructional Model

Person Responsible

Tracey Gibson

Schedule

On 8/27/2014

Evidence of Completion

Sign In Sheet

Action Step 2 **5**

Train New Teachers on the Marzano Instructional Model

Person Responsible

Margie Martinez

Schedule

Monthly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Sign in Sheets

Action Step 3 5

Provide additional training on Marzano's DQ 4

Person Responsible

Kahlil Ortiz

Schedule

On 10/8/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Schedule on going training on Marzano Instructional System

Person Responsible

Kahlil Ortiz

Schedule

Monthly, from 8/27/2014 to 12/12/2014

Evidence of Completion

Sign in Sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Meeting with Leadership Team to discuss implementation of strategies in the classrooms

Person Responsible

Tracey Gibson

Schedule

Monthly, from 8/27/2014 to 1/14/2015

Evidence of Completion

Classroom observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Orange - 0711 - Cheney Elementary - 2014-15 SIP
Cheney Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers will be allocated weekly collaboration time to plan lessons while becoming more knowledgeable of LAFS/MAFS by accessing MTPs on IMS.	Schleier, Cynthia	8/13/2014	Focus planning document will be uploaded to Sharepoint by grade level or collected in a binder for review.	5/29/2015 weekly
G2.B1.S2.A1	Provide and Train teachers on the use of focused planning template to use during weekly PLC planning meetings	Kling, Amanda	8/13/2014	Completed focus planning template	8/15/2014 one-time
G2.B2.S1.A1	Teachers will be trained in the implementation of Instructional Rounds.	Ortiz, Kahlil	10/22/2014	Sign In Sheet	10/22/2014 one-time
G2.B3.S1.A1	Disseminate information to teachers on the changes in the Marzano Instructional Model	Gibson, Tracey	8/27/2014	Sign In Sheet	8/27/2014 one-time
G1.B1.S1.A1	Teachers will be provided with ongoing training and monitoring of the use of graphs to provide data	Padilla, Yeida	9/9/2014	Sign in sheets	5/27/2015 quarterly
G2.B1.S1.A2	Teacher provided training on county Writing Initiative-Core Connections	Padilla, Yeida	6/17/2014	Student work samples demonstrating the implementation of the newly aquired strategies	1/16/2015 quarterly
G2.B2.S1.A2	Teachers will be participating in Instructional Rounds where they will observe the implementation of Instructional strategies that support Standards Based Instruction.	Gibson, Tracey	10/6/2014	Collaborative feedback collected at follow up meeting with participating teachers	5/29/2015 quarterly
G2.B3.S1.A2	Train New Teachers on the Marzano Instructional Model	Martinez, Margie	8/12/2014	Sign in Sheets	5/29/2015 monthly
G1.B1.S1.A2	Teachers will be provided training on procedures of MTSS and forms needed for accurate accountability.	Padilla, Yeida	10/5/2014	MTSS binders	5/5/2015 quarterly
G2.B3.S1.A3	Provide additional training on Marzano's DQ 4	Ortiz, Kahlil	10/1/2014		10/8/2014 one-time
G1.MA1	Data binders will contain all required ongoing progress monitoring data of identified Tier 2 & 3 students.	Padilla, Yeida	10/23/2014	Binder checks each quarter	5/27/2015 quarterly
G1.B1.S1.MA1	School Based Coach will monitor the use of graphs and MTSS forms with monthly meetings by grade level.	Padilla, Yeida	10/1/2014	Sign in sheets/Purple binders with appropriate information	5/20/2015 monthly
G1.B1.S1.MA1	Teachers will have to provide graphs to show data for all students in T2 and T3	Padilla, Yeida	9/17/2014	Purple binders with graphs showing data for students in T2 and T3	5/27/2015 quarterly
G2.MA1	Weekly planning/data meetings focused on Standards-based instruction	Gibson, Tracey	8/13/2014	Team lesson plans uploaded to school Sharepoint and ongoing progress monitoring data submitted to administration	5/29/2015 weekly
G2.B1.S1.MA1	Weekly Data Meetings will be held	Gibson, Tracey	9/15/2014	iObservation data	5/28/2015 weekly
G2.B1.S1.MA1	Administration will check lesson plans as well as discuss with resource teachers during weekly Leadership meetings.	Gibson, Tracey	8/13/2014	Focus planning forms and lesson plans	5/29/2015 monthly
G2.B2.S1.MA1	Standards based Instruction being delivered at a consistent, rigorous level.	Ortiz, Kahlil	10/6/2014	Classroom walk throughs	5/29/2015 quarterly
G2.B2.S1.MA1	Follow Up meeting after Instructional Rounds session	Gibson, Tracey	10/6/2014	Notes from debriefing session	5/29/2015 quarterly
G2.B3.S1.MA1	Meeting with Leadership Team to discuss implementation of strategies in the classrooms	Gibson, Tracey	8/27/2014	Classroom observations	1/14/2015 monthly
G2.B3.S1.MA1	Schedule on going training on Marzano Instructional System	Ortiz, Kahlil	8/27/2014	Sign in Sheets	12/12/2014 monthly
G2.B1.S2.MA1	Accurately developed lesson plans that address LAFS and MAFS	Ortiz, Kahlil	8/13/2014	Lesson Plans	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Leadership Team Members attending each weekly planning session	Ortiz, Kahlil	8/13/2014	Lesson Plans that demonstrate implementation of LAFS and MAFS	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase effective use and application of the MTSS process.

G1.B1 Limited knowledge on graphs and MTSS forms

G1.B1.S1 Provide teachers with ongoing training and monitoring of the correct use and procedures of all MTSS forms including graphing of data.

PD Opportunity 1

Teachers will be provided with ongoing training and monitoring of the use of graphs to provide data

Facilitator

Yeida M. Padilla/Carmencita Figueroa

Participants

Teachers and staff

Schedule

Quarterly, from 9/9/2014 to 5/27/2015

PD Opportunity 2

Teachers will be provided training on procedures of MTSS and forms needed for accurate accountability.

Facilitator

Yeida Padilla

Participants

Teachers

Schedule

Quarterly, from 10/5/2014 to 5/5/2015

G2. Increase use of Standards Based Instruction which will lead to an increase in student achievement.

G2.B1 Limited In depth knowledge of LAFS/MAFS and Core Connections for teachers

G2.B1.S1 Provide teachers with access to professional development on LAFS/MAFS and Core Connections

PD Opportunity 1

Teachers will be allocated weekly collaboration time to plan lessons while becoming more knowledgeable of LAFS/MAFS by accessing MTPs on IMS.

Facilitator

Leadership team member assigned to each grade level

Participants

Classroom teachers by grade level

Schedule

Weekly, from 8/13/2014 to 5/29/2015

PD Opportunity 2

Teacher provided training on county Writing Initiative-Core Connections

Facilitator

Core Connections Trainers

Participants

Identified K-5 teachers (two on each grade level)

Schedule

Quarterly, from 6/17/2014 to 1/16/2015

G2.B1.S2 Use of focus planning template during grade level PLC meetings

PD Opportunity 1

Provide and Train teachers on the use of focused planning template to use during weekly PLC planning meetings

Facilitator

Amanda Kling/Heidi Munoz

Participants

All Instructional Staff

Schedule

On 8/15/2014

G2.B2 Limited Instructional Modeling for teachers

G2.B2.S1 Use of the Instructional Rounds Model

PD Opportunity 1

Teachers will be trained in the implementation of Instructional Rounds.

Facilitator

Mr. Ortiz

Participants

All Instructional Personnel

Schedule

On 10/22/2014

G2.B3 Limited use of researched based and effective teaching strategies

G2.B3.S1 Provide teachers with more training regarding the Marzano Instructional Model.

PD Opportunity 1

Disseminate information to teachers on the changes in the Marzano Instructional Model

Facilitator

Mr. Ortiz and Mrs. Gibson

Participants

All Instructional Personnel

Schedule

On 8/27/2014

PD Opportunity 2

Train New Teachers on the Marzano Instructional Model

Facilitator

Mrs. Martinez

Participants

New Teachers to Cheney

Schedule

Monthly, from 8/12/2014 to 5/29/2015

PD Opportunity 3

Provide additional training on Marzano's DQ 4

Facilitator

Mr. Ortiz

Participants

All Instructional Personnel

Schedule

On 10/8/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 2: Increase use of Standards Based Instruction which will lead to an increase in student achievement.	5,000
Grand Total	5,000

Goal 2: Increase use of Standards Based Instruction which will lead to an increase in student achievement.		
Description	Source	Total
B1.S1.A2 - Two teachers per grade level selected to participate in ongoing trainings.	Title I Part A	5,000
Total Goal 2		5,000